

THE
**JUNIOR HIGH SCHOOL
CLEARING HOUSE**

VOLUME II

FEBRUARY, 1924

NUMBER 5

Table of Contents

Formation of Club Activities in the Junior School	<i>F. S. Eakley</i>	1
Plan of the Hoboken Junior High Schools	<i>A. J. Allen</i>	5
Inequality of Opportunity in Junior High Schools	<i>Harry A. Kaplan</i>	7
The Four Thousand Dollar Teacher	<i>S. O. Rorem</i>	10
What Adolescence Is	<i>Dr. W. E. Cook</i>	14
Ten National Problems	<i>R. L. Hamilton</i>	17
Editorial Comment		18
Our Contributors		21
News and Notes		21
Reviews		23
General Science References		25

Sioux City, Iowa

Published eight times per year. Subscription rates; \$2.00 yearly for 8 numbers 30 cents a copy.
All MSS. should be typed and addressed to The Junior High School Clearing House, Sioux City, Ia.

FORMATION OF CLUB ACTIVITIES IN THE JUNIOR SCHOOL

F. S. Eakeley

Many parts of the United States are anxiously watching the Junior High School program which is being inaugurated in San Antonio this year. San Antonio, under the leadership of Dr. Jeremiah Rhodes, has instituted a program calling for eight modern Junior Schools. We are attempting to conduct them as we believe full fledged Junior High Schools should be conducted.

We have started out with the home room activity period, the club activity period, the assembly, supervised study, a testing program, the hour class period and all the administration usually considered necessary in a well organized Junior School.

Much has been said and volumes written upon many of the above mentioned features, but of the organization and administration of the club activities period there seems to be but very little available. There seems to be a need for something specific instead of the general type of thing spoken of as being done in the club period. Most of us must start our clubs by the trial and error method and learn by "the hard knocks" route.

It is with this idea in view that I am jotting down the experiences which I have had in the formation of the social organizations in our school. Perhaps they can be of use to some administrator who may be placed in a position where a definite knowledge regarding club formation may prove beneficial.

One of the aims of the Junior School is provision for the so-called social instinct found in the adolescent. Boys and girls of the Junior High age are by instinct socially inclined. These children feel the need of participation in real social life situations. The desire for society is a natural longing. The Junior High Club or Home Room must provide for the social proclivity found in every normal adolescent. Keeping in mind these psychological facts, these suggestions are offered as suggestions for club formation.

PRELIMINARY ORGANIZATION:

First: The faculty must be thoroughly impressed, by much discussion, that the reason for the clubs is valid. They must be thoroughly cognizant of the aims of the club idea. This must be minutely worked out, either by the principal or a committee appointed by the principal.

Second: Now the teachers are ready to have presented to them a list of proposed clubs to be formed. This list must have dominant in each club named on it some social instinct. Such a list will contain suggestions as follows:

Mathematics	Hi-Y
Library	Girl Reserve
Debating	Oratory
Science	Stage Craft
Needlecraft	Foreign Language
Dramatic	Mechanical Drawing

There must be many more names in the list in order to give a wide range of choice.

Junior High School Clearing House

Third: Request teachers to select and sponsor from the above list, a club which represents his or her "hobby". Selection of club responsibility on "the hobby basis" indicates assurance that such a club will receive 100 per cent teacher interest and thus be assured of being successfully put over.

ORGANIZATION OF PUPIL MEMBERSHIP:

The teachers are now ready to form the various clubs. Each club will gain its membership in this manner.

1. Each home room teacher discusses with her pupils, during the home room period, the club idea.

2. The discussion includes an explanation of what clubs are open to membership, purpose of each and any other information necessary. This discussion should consume at least several home room periods and should result in the pupil's wise selection. Here the teacher must guide the choice. Teacher attitude is of vast importance in proper selection of clubs. There must be no misfits or shifting of choice if all is to move smoothly when the first day's meeting occurs.

3. See that every child is a member of one club and one club only. (Orchestra or Glee Club excepted). Be sure to see that all types of pupils become members of a club. For instance, make an effort to have sixth, seventh and eighth grade pupils in a club. Clubs must be social. The fewer members known to a pupil in a club, the better the opportunity for acquaintanceship.

4. If membership selection of a club was too small, under twelve or fifteen, then that selection was abandoned and these few pupils induced

to join another club. Below follows a possible selection of Home Room 10, which has fifteen members.

Art Club	John Jones Will Smith Tom Collins
Spanish Club	Bryan White Mary James Susie Costello
Library Club	Sara Gray Henry Ryan Harry Roper Edgar Snow James Garden Bill Dodge
Debating Club	Mary Brown Sam Coy John Carey
Hi-Y Club	

Similar selections should be sent in from all the home room in the building.

ORGANIZATION OF THE WHOLE SCHOOL:

When all the home rooms have reported (we have eighteen or twenty home rooms) the list is ready for tabulation. All the pupils in the school who have selected the Library Club are put on the Library club roster; all the pupils who have chosen the Art Club are placed on the Art Club's roll, etc. Such a tabulation tells

- a. How many belong to a given club.
 - b. When a pupil has failed to register in his chosen club.
 - c. The teacher her club personnel before its first meeting.
 - d. The pupil his room assignment beforehand.
 - e. Each teacher her club appointment which she selected as "her hobby"
- The list below is a sampling of our

Junior High School Clearing House

18 or 20 clubs, their purposes and motives. These clubs are in operation at the Joel Chandler Harris Junior High School.

CLUB

Hi-Y
Art
Scientific
Girl Reserve
Dramatic
Mechanical Drawing
Oratory

NAME

Junior Draftsman
Demosthenean
Joel C. Harris
J. C. Harris Girl
Junior Scientists
Paint and Brush
J. C. Harris Hi-Y

MOTTO

To study the values
of mechanical
drawing
To be able to speak
forcefully
To learn how to
express words thru
actions
Serve others
sincerely
To train our senses
to function
Worthy use of
leisure time
To promote cleanliness
of living

PURPOSE

Work with a will
Speaking maketh
a ready man.
Act well your part
Face life squarely

Search for the
truth

To appreciate
the beautiful

Not alone to win

HOW THE CLUB PROVIDES FOR ADOLESCENT INSTINCTS:

The above samplings, taken from a list which covered 30 possibilities in club activities to be offered to our pupils, show that special attention has been paid to the various adolescent instincts such as curiosity, gregariousness, hoarding, combativeness and the like.

The whole club idea is provision for the social instinct of gregariousness. Every adolescent has "his gang" or "her crowd."

Provision for special instincts is seen in the variety of club offerings, such as the debating and dramatic clubs which offer an outlet to the combative side of the adolescent. He likes to argue, to defend his point, but alas he often fails to make his defense in the proper manner. His club period should teach him how to defend his point.

The Science Club fosters the instinct of curiosity. Children at the age of the adolescence are inquisitive. The Science Club offers him the chance to investigate, wander far afield satisfying his desires for answers to unsolved problems.

A Stamp Club, A Botany Club or a Kodak Club all give vent to the hoarding instinct. These clubs might well be allies of the social science teachers.

"The Know Your City" Club offers training in citizenship, respect for the rights of others and co-operation.

The religious instinct is well provi-

Junior High School Clearing House

ded for in the Hi-Y, Girl Reserve and similar organizations.

In all, the Joel Chandler Harris Junior High has some 18 or 20 clubs organized and at work. They meet for one hour each week.

A FEW QUESTIONS WE ARE ASKING:

The Junior High Idea has taken the educational world by storm. It has at least gone beyond the initial experimental stages. The theory of the Junior School is fine. The practice in the Junior High does not always join in with the theory. In short, theory and practice are oftentimes awry. The traditional, conservative, so-called "back number" in education looks on and wonders what all these innovations in the Junior School really mean. "The club activity period, the home room, supervised study (so-called) may be fine, but how do they function?" the conservative asks. All the above named activities must justify themselves, else how can they survive? How much of the club activity can we justify? Has the club activity period gone thru a sufficient testing period?

We, in the formation of our various clubs, have endeavored especially to justify each and every club upon some basis. Our justification has been put upon one of three bases—either the psychological, the social or the citizenship basis.

One question we would like answered is this: If a club can justify itself on any one of these three bases, then please enlighten us as to the justification of a checker, domino, lamp-shade,

flinch or puzzle club held on one hour of school time each week?

The Club activity period, it seems to me, must justify itself in a more profitable way. It seems paramount that the social and educational must go hand in hand.

We see in so many schools the outward shell of club organizations. They present fine spectacles in name at least. But why stop here as so many schools have done? I have heard Junior School Administrators boast "I have 10, 15, or 20 clubs operating in my school."

This, no doubt, is very satisfying, but I pause to inquire: How are they operating? Do they really function? Are they giving service?

Brass band operation of clubs operating only in name is one of the best camouflages known in the club type of work. The issue with which I should be concerned is not advertisement of myself, but how much instructional benefit is being derived from the club periods as now held in my Junior School.

Grandstand organization of clubs which bear high sounding names indicates but little supervision of the type of work they are supposed to do. Because the outward appearance looks good, there is no assurance that the club functions as it should.

The Joel Chandler Harris Junior School strenuously objects to justifying in name even any type of club which we can not conscientiously endorse as giving instructional—social values to the adolescent.

PLAN OF THE HOBOKEN JUNIOR HIGH SCHOOLS

Hoboken, N. J. Dec. 14, 1923
 Editors Junior High School Clearing
 House.
 Sioux City, Iowa.
 Dear Sirs:

I wish to submit to the Editors of
 the Junior High School Clearing House
 for their consideration and comment
 the plan upon which our Junior High
 School is organized.

If it possesses merit I shall be
 pleased to know it; if not, I shall be
 pleased to know how it may be im-
 proved.

It includes only seventh, and eighth

grades, and has been in effect since
 Feb. 1st. last. Everybody seems to
 like it, and we are getting results.

The ninth grade may be added in
 Sept. '24 under the same plan.

Very truly yours,

A. J. Allen

EDITOR'S NOTE—The Clearing
 House editors decided that Mr. Allen's
 plan as outlined in this article is a
 matter of general interest to persons
 engaged or interested in Junior High
 Schooy work. We invite comment
 upon the plan of the Hoboken Junior
 High Schools.

Daily Schedule in Effect, Sept. 1923 FIRST GROUP

Room Number	302	303	301	307	304
TIME					
8:50—9:30	Math.	Geog. (4) El. Sc. (1)	History	Spell. & Comp.	Eng. (3) Lit. (2)
9:30—10:15	Eng. (3) Lit. (2)	Math.	Geog. (4) El. Sc. (1)	History	Spell. & Comp.
10:15—11:00	Spell. & Comp.	Eng. (3) Lit. (2)	Math.	Geog. (4) El. Sc. (1)	History
11:00—11:45	History	Spell. & Comp.	Eng. (3) Lit. (2)	Math.	Geog. (4) El. Sc. (1)
<hr/>					
1:00—1:40	Geog. (4) El. Sc. (1)	History	Spell. & Comp.	Eng. (3) Lit. (2)	Math.
1:40—2:20	Man. Tr.	Man. Tr.	Man. Tr.	Man. Tr.	Man. Tr.
2:20—3:00	Monday	Tuesday	Wedn'day	Thursday	Friday

SUBJECTS	TEACHERS	HOME ROOM NO.
English & Literature	Miss Carling	301
History	Miss Wintrich	302
Spelling & Comp.	Miss Roggio	303
Mathematics	Miss Allen	307
Geography & Science	Miss Gosch	304

Junior High School Clearing House

SECOND GROUP

Room Number	306	309	308	315	313
TIME					
8:50—9:30	Man. Tr.	Man. Tr.	Man. Tr.	Man. Tr.	Man. Tr.
9:30—10:15	Monday	Tuesday	Wedn'day	Thursday	Friday
10:15—11:00	Math.	Geog. (4) El. Sc. (1)	History	Spell. & Comp.	Eng. (3) Lit. (2)
11:00—11:45	Eng. (3) Lit. (2)	Math.	Geog. (4) El. Sc. (1)	History	Spell. & Comp.
1:00—1:40	Spell. & Comp.	Eng. (3) Lit. (2)	Math.	Geog. (4) El. Sc. (1)	History
1:40—2:20	History	Spell. & Comp.	Eng. (3) Lit. (2)	Math.	Geog. (4) El. Sc. (1)
2:20—3:00	Geog. (4) El. Sc. (1)	History	Spell. & Comp.	Eng. (3) Lit. (2)	Math.
SUBJECTS	TEACHERS		HOME ROOM NO.		
English & Literature	Miss Toohey		306		
History	Miss Frost		315		
Spelling & Comp.	Miss Barry		313		
Mathematics	Miss Droste		309		
Geography & Science	Miss Bottini		308		

THIRD GROUP

Room Number	215	317	217	305	311
TIME					
8:50—9:30	Math.	Geog. (4) El. Sc. (1)	History	Spell. & Comp.	Eng. (3) Lit. (2)
9:30—10:15	Eng. (3) Lit. (2)	Math.	Geog. (4) El. Sc. (1)	History	Spell. & Comp.
10:15—11:00	Man. Tr.	Man. Tr.	Man. Tr.	Man. Tr.	Man. Tr.
11:00—11:45	Monday	Tuesday	Wedn'day	Thursday	Friday
1:00—1:40	Spell. & Comp.	Eng. (3) Lit. (2)	Math.	Geog. (4) El. Sc. (1)	History
1:40—2:20	History	Spell. & Comp.	Eng. (3) Lit. (2)	Math.	Geog. (4) El. Sc. (1)
2:20—3:00	Geog. (4) El. Sc. (1)	History	Spell. & Comp.	Eng. (3) Lit. (2)	Math.
SUBJECTS	TEACHERS		HOME ROOM NO.		
English & Literature	Miss Slote		305		
History	Miss Carey		317		
Spelling & Comp.	Miss Maggi		217		
Mathematics	Miss Catoggio		311		
Geography & Science	Miss Kiernan		215		

Junior High School Clearing House

This schedule is arranged in groups of five teachers. Seven periods in the day. The morning periods are about forty-five minutes; the afternoon periods are forty minutes.

The schedule is arranged to give a double period for all classes in Industrial. By glancing at the first group schedule, it will be seen that on Mondays, the class in Room 302 has a long period from 1:40 to 3:00 P. M. for Industrial. On other days of the week during this time, this class will have Physiology, Physical Training, Constitution, Penmanship and Club period. Penmanship, Physical Training and Physiology are taken care of by some special teachers, so that the home room teacher has a free period each day. The same arrangement holds with all other classes. General assemblies are held during the first period on Fridays.

A change in any one group does not affect the other groups. The schedule is adapted for any number of classes in multiples of three as there are but three long periods for Industrial classes during the day. The work of the Industrial classes is changed each term. It may be changed as often as desired

without disturbing the academic schedule.

In Senior High Schools where apparatus is required for physics, chemistry and other subjects, it is not practicable for teachers to change from room to room, and the only other plan is for pupils to change. In the Junior school, very little apparatus is required and it is found to very much better to have teachers change and thus avoid the usual confusion following the change by pupils.

About three or four minutes before the period bell rings, the teacher will announce "Physical Training", whereupon windows are thrown open and the pupil designated to conduct this exercise will step to the front and proceed to give the exercises. As soon as the bell rings teachers pass to room of next period and work begins.

Numerals after subjects indicate the number of periods per week, the sum in each case is five. History and mathematics each have five full periods every week.

Physical Training at the end of class periods occupies about three minutes, and is in addition to the regular period by the Physical Training Instructor.

INEQUALITY OF OPPORTUNITY IN JUNIOR HIGH SCHOOLS

Harry A. Kaplan

A recent issue of the Industrial Education Magazine contained the results of Mr. Edgerton's exhaustive study of the reasons for offering Industrial Training in Junior High Schools. Over three hundred replies were received,

and these were summarized into four main reasons. Only six schools or about two per cent gave the following reasons: "Preparing for entrance into Industrial vocations, i. e.

1. Extending the try-out activities

Junior High School Clearing House

to meet the preparatory vocational needs of pupils who find it necessary to leave school with the minimum of preparation.

2. Offering greater opportunity for commercial experiences in shop work by co-operating with the outside productive plants during the ninth year." It is inexplicable why ninety-eight per cent of the schools should ignore an absolutely essential function of Industrial Training in the Junior High Schools. Just think of it! Ninety eight per cent of the schools fail to prepare for entrance into industrial vocations boys who must assume vocational responsibilities either before or directly upon completing their Junior High School Course. It may be that the ninety-eight per cent are functioning on the theory, that a child's education should not stop with the Junior High School. We agree with them. But, as some one has said, "The moon is the ideal place for learning how to fly, but how to get there is the problem." We must deal with facts. And what are the facts in the case?

Statistics show that over sixty per cent of the children leave school between the ages of 12 and 15. Only a small portion of these children become apprentices in the trades. Let us take a specific example from one of our Junior High Schools. The junior seventh grade entering this Junior High School in January, 1921, contained fifty-nine boys. The same class graduating in January 1924 contained thirty boys, or a trifle over 50 per cent of the original number of boys. Five of the twenty-nine can be accounted for, leaving twenty-four or over forty per cent

who failed to complete their Junior High School Course. Lacking any specific training these twenty-four boys entered practically the only door open to them, namely, "The Blind Alley" jobs. It was the only thing they could do. Now, it is quite obvious, that these twenty four boys, who are destined to become industrial wage earners at the age of fifteen need a radically different kind of training than the one mapped out for the thirty more fortunate students, who are planning on a Senior High School course. Unfortunately we have been treating these two different groups as one, and dealt out to them the same kind of industrial training. Such being the case, one is forced to the conclusion that the dominating factor of the Junior High School course is to prepare the largest number possible of fit candidates for the Senior High School. Our attention seems to be focused on the future boy, and we lose sight of the present boy and his immediate needs. Though these twenty four boys were not going to the Senior High School they were, nevertheless, entitled to adequate and appropriate training. This was not provided for them. The school authorities as much as said this to them: "If you boys are preparing for the Senior High School and College you will get the training you need. But, if you have to assume vocational life responsibilities without graduating from the Senior High School or College, you are out of luck, and you will have to fight your battles unprepared." That is far from being a democratic attitude toward a considerable number of our Junior High School pupils.

Junior High School Clearing House

A strong appeal to our conscientiousness would be to think of the parents of that group of boys who are forced to work at "Blind Alley" jobs. These parents in many cases are working with pick and shovel, or bending over wash tubs all day long in order to give their children an opportunity to acquire a good education. It is the parents' fondest hopes and belief that schooling will make their children's lives more pleasant and easier than their own. What a disappointment it must be to these parents when their children are forced to take up such jobs as errand boys, coal shoveling, ice cutting, running an elevator, etc.

Having briefly and feebly pointed out the inequality of opportunity in our Junior High School Industrial Training, the next consideration is: What can be done to remedy it? Nothing well-formulated can be offered in a brief article of this kind, rather a few general suggestions which seem more in place.

It is quite obvious that no effective remedy can be possible without subdividing the boys into two or more groups. The boys who will remain with us only one, two, or three years at the most, may be designated as the pre-employment group or short-term trade training course. This classification should be made not later than the beginning of the senior seventh grade. About six activities could be carried on. They may be chosen from the following list: Woodwork, including carpentry and pattern making; Printing Sheet metal; Upholstering; Electricity; Brick and Cement Work; Mechanical Drafting; Plumbing; Machine shop

work; Preparing for hotel chefs.

Developing vocational efficiency should be the main objective in organizing the Industrial course for the pre-employment group. The so-called cultural value of constructive work should be left out of consideration. We are aiming primarily to teach the boys how to make a living. Unless that is taught, all other knowledge about the proper way of living will be of little value to them.

The next consideration is the time allotment. Early and extensive specialization is absolutely essential. Intensive training in some vocation cannot be postponed when dealing with this type of boy. We must strike the iron while it is hot. Constantly bear in mind that this boy is more or less of a transient, and his sojourn at school may terminate at any time. Our slogan should be—"Now or Never". Two hours a day should be given to carefully planned Industrial activities during the senior seventh and the entire eighth grade. In the ninth grade half the school time should be given to shop work of a chosen vocation. No effort should be spared in attempting to organize the ninth grade shop work on a part-time co-operative plan. The advantages of such a plan are inestimable. The transition from school to shop conditions are made less abrupt. It will reduce expenses. The boy will be working under shop conditions of an established factory and yet would not be severed from school influences. It is inevitable that some differences will arise between our youthful artisan and either his employer or foreman. The vocational adviser, princi-

Junior High School Clearing House

pal or even the instructor may smooth the difference where the boy, if left entirely to himself, would most likely fail, become discouraged and quit. The success of the Beverly Industrial School and the Fitchberg Industrial Course shows that such part-time co-operative plan is entirely feasible.

This naturally brings us to the question of vocational guidance. Let me say at the start, that no woman will do for this job. The vocational adviser must be a man who is thoroughly acquainted with the business and industrial conditions of the city, and he must know boys still better. His duty shall be: To take charge of the classification of the boys; help the boys in selecting the right course of training; help in deciding on a specific calling when the student is ready to leave school; help placing the boy who is forced to assume responsibilities of his life work; and finally, adjust the differences that may come up in the boy's new surroundings.

These suggestions will be found to

be sound from an educational, sociological and economical view point because--Extensive and specialized industrial training will help pupils in adapting themselves to new environments. It will largely benefit the retarded child. A greater equality of opportunity to all children will be provided. By doing away with ineffective education for a large group, unemployment will be lessened. Thus a larger number of boys will be self-supporting, which in turn will mean fewer criminals.

A vocational Junior High School will unquestionably be a great step forward in providing opportunities for desirable education to all children. There is doubt, however, if it will completely solve the problem. There are bound to be some boys in the other Junior High Schools, who will find it inconvenient, because of the scattered conditions of a city, to attend the vocational school. The part-time co-operative plan in the ninth grade, undoubtedly will prove to be the logical solution in dealing with such boys.

THE FOUR THOUSAND DOLLAR TEACHER

S. O. Rorem

The \$4,000 teacher who receives that amount of pay for worthy classroom service is rare. Some school folk who do receive that much and are worth it, glean the salary in the capacity of supervision, management, or in University professorships.

The classroom which more than any other deserves the \$4,000 teacher is in the Junior High School unit of the

town or city school system. Two reasons are sufficient: (1) That is the time when the pupil has finished the sixth grade minimum and reached the legal quitting age of 14 or 16; (2) That is the time of adolescence when the pupil must be trained, directed, inspired, encouraged to go on alone in his future work or in school. That is the teacher's ideal of service--seldom

Junior High School Clearing House

fulfilled. Still there are teachers, capable and clear minded who are fulfilling their trust every year of their experience and will continue. The Junior High School needs them more than any other part of a school system. The plea is for the \$4000 teacher in the Junior High School first, then for every classroom.

Still the classroom teacher in charge of 25 to 40 pupils anywhere from the kindergarten to the twelfth grade does not receive \$4,000. Whether he is worth it or not can be argued with any one teacher under discussion, never abstractly. Teachers as a group may not be worth \$1000 as an average regardless of the untold value of the best. But a good teacher in charge of twenty-five pupils is worth \$4000 so easily that it need not be argued. It requires a teacher of the kind we remember long after we leave the school influence.

If we could look back for a bird's-eye view of our 12 public school years, if we had them, to find the teachers who made us happier than they found us, someone would stand out high and clear in our memory. That is the \$4000 teacher. When pupils carry home books in order to know more about some subject, not merely to do the lesson assigned, the \$4000 teacher may be suspected. When a classroom begins to develop a spirit of busy, earnest, happy co-operation, with a group pride of achievement, the good teacher is very likely responsible.

Then when these and a hundred more advantages are possible wherever the \$4000 teacher does his (or her) work, what must be the negative value of the

teacher from whom the pupil's only impulse is escape? Either the good teacher is underpaid or the poor teacher is overpaid. Both extremes are likely true.

When one prominent educator is willing to state publicly that he would give \$1,000 if he could remove from his life the influence of one teacher, we must not think he was the only one who received that sinister influence. The teacher's cost was doubtless thirty or forty times one thousand dollars each year, multiplied as many times as the class roll changed. Whatever that effect was, it offset much that all other teachers had been able to establish before and were able to correct after that experience.

The reason why we have such people in charge of our children is that we do not seem to wish any better teachers than the average. If the average is \$1400 actually paid by ten or more cities of prominence, no teacher in our city dare be paid more, but less. Oh, yes! our city does not have as large population as those cities. They are class "A" cities. Ours are class "C" or "G"; we can not be expected to pay as much salary to our teachers.

Just why the population of any town or city should determine the salaries paid for teaching school children is a quandry for more than investigation or statistics. It would seem that children in a town of 600 are fit only for inexperienced teachers to begin on or poor teachers to remain to blight, but city children are so important that two years of previous teaching experience is required. The experience requirement means higher pay. It indi-

Junior High School Clearing House

cates that small town groups of children are worth only \$800 to \$1000 each school year, but city groups are worth \$1200 to \$2400 a year. Chicago, New York City and others consider their children worth \$2000 to \$3800.

Where then are the \$4000 teachers if none of them receives that amount of salary? They are in town or city schools of the United States, teaching at whatever wage corresponds to the salary schedule of the city. They are dropping aside into other lines of activity at the urge of their friends who "feel sorry" for them and point a way toward plenty in the matter of salary. Those other teachers who wish or need little money and some who wish the minimum of effort, learn one way of presenting book information and then hold on through the years. Now and then a teacher holds through the blight of unappreciation and as a reward is re-elected each year until the local maximum is reached and is thereafter re-elected at the same salary. So the \$4000 teacher is a fiction instead of a fact. The \$4000 saleswoman who handles peoples goods, the \$4000 tradesman who works with skillful hands and tools, the \$4000 manager who handles a department of twenty or thirty salesfolk—these are facts. But the teacher who moulds and trains the citizens of the future well or badly seems to be worth noting only as one of many employees on a competitive market.

Homes which scorn low priced groceries, ask for low priced teachers for their children. Families which build beautiful homes to shelter their children, object when their school expenses

are raised a hundred dollars a year. Parents who consider \$1000 a reasonable rate for private school expense per child, after the child has been trained, leave that training to teachers who received forty to fifty dollars per pupil during the child's years from five to fifteen. Paying a maid \$15 a week is considered little enough to pay for a house-companion for one or two children who are at home for six of their twelve waking hours, but anyone who can be hired at the regular scale seems to be good enough to supply care during the other six hours spent at the schools. The fifteen hundred dollar teacher of thirty pupils receives less than one dollar each week for each pupil.

Penny wise is an old expression used in referring to a practice still in full sway in our minds. We take off Boards of Education anyone who is too urgent in raising the quality and salary of teachers; we keep the one who can show economy on dollars. The responsibility goes straight back to the general public of which the better homes are representative. In this cast "wealthier" homes is a synonym for better homes; those who have property are the ones who think they pay school expenses with their taxes. They are the ones who clamor for economy and vie with each other to be in good homes, cars and apparel, and object to taxes which are nothing in comparison to their other expenditures. They spend their income on all kinds of luxuries and necessities, then complain at paying 2 per cent or less for all that makes and has made civilization—about half of that 2 per cent for public schools.

Junior High School Clearing House

The \$4000 teacher observes the field, takes special training, and selects a life work just as any employee does in any other line. The good teacher takes the brave, bold dash into the grand work of teaching, certain that noble ideals and hard work will be rewarded. Year after year the spirit goes unrequited. Little notice, except praise, distinguishes good teaching from the bad. Several additional years the teacher works harder to prove the lie of this maligned system of teacher employment, then wiser and defeated joins the ordinary rank of money-makers where \$4000 is not a foolish dream; in this business system which approves the method of holding down expenses economizing on workers salaries, the teacher must also be allowed to estimate appreciation in cash receipts rather than in words of praise.

The \$4000 teacher can be a fact for parents who count their children worth an extra dollar or two each week, assuming that one section or building of the city wished to have better schools even though the others preferred to watch the experiment before using it as a tax levy increase. Practically any Board of Education would welcome the improvement if the demand for better teachers comes from the homes. It is reasonable to believe that in any system where the \$2000 teacher is rare, that the \$4000 teacher need not be paid that amount until having progressed by annual steps of three, four or five hundred dollars until the total

reaches a point where the teacher can say while looking at the salary contract about to be signed; "The parents wish me to take an interest in their children." The low individual expense with which this teacher standard can be raised can scarcely be realized. The teacher of thirty pupils, more or less, receives about \$1500 for the year of teaching. To double that salary would mean each family represented need pay less than one dollar a week more throughout a calendar year; to raise it to \$4500 (where it would bring back from principalships and superintendencies, those who loved the classroom work which they had to leave in order to get more salary, at work which they do not like as well) would require two dollars in addition to the regular taxation for each pupil of the school. The humblest home could afford the extra cost. The Junior High School boy or girl twelve to sixteen years of age who cannot earn and pay for such extra happiness and benefit one or two dollars each week by carrying a paper route or caring for neighbors' children afternoons, evenings or Saturday, would be so rare that a dozen public spirited children or parents would be willing to help them through.

The "Taxation-plus" plan would mean that many present teachers must move out of their positions to make way for some more of the best. Some of the good teachers will strive to be better and better in the assurance that their efforts are being appreciated.

Junior High School Clearing House

Truancy will be largely out of date, heart-riven parents whose idols have shattered all educational hopes will usually be spared, school will be a happy workshop which starts and inspires the work, play and inquiries which will

guide the children throughout their life time.

A full corps of the best teachers in any one building or locality will pay back to the community one thousand per cent on the investment.

WHAT ADOLESCENCE IS

Dr. W. E. Cook

(Ed. Note—This address was delivered by Dr. Cook to Parent-Teacher Association of North Junior High School, Sioux City, January 15, 1924.)

The Parent-Teacher Association has a great work to do in educating the parents. The education of boys and girls is a very important work these days. In the school we are educating children but we must also educate the parents.

We are here to talk about the most interesting animal in the world—the adolescent child. The great problem of education is its modification along useful lines. Emotions and impulses make up the growing child. The problem is what we can make of these emotions and impulses,—how to interpret them. It is the problem of human nature. We must work with this interesting animal in an evolutionary way. The first signs of change are the beginnings of consideration for others and growing out of this the altruistic tendencies. Very great signs of altruism are now in evidence.

Up to this time there has been a lack of consideration for others. The child thinks more of a doll or a dog than of anything else. I know that if

my lad at home should lose his collie it would be his keenest sorrow. The child at this time has no regard for his appearance. You arrive at home to find the doors open, many tracks of muddy shoes upon the floor. You begin a tirade about his carelessness but it is the same way next time. When you start home you wonder if the house is still standing. If the milk bottles happen to be on the porch, he will even step over them to go into the house—never think to take them in.

When adolescence comes he may come in some day with the milk bottle in his hand. Later still he will come back with the bottle and put it in the refrigerator. The revelation begins to come to you that the boy or girl is growing up. One day I came home with a broken arm that was extremely painful. The wife tried to help but it became no better. She kept suggesting remedies. The boy said, "Let him alone, mother!" Defending Dad!

The coming of altruism. We congratulate the teacher who can live and work with this young animal. When he goes to Senior High School, he is

Junior High School Clearing House

the most appreciative creature. College boys and girls may not know you when you meet them but High School folks do. They appreciate all you do and say. You are appreciated most in Senior High School. The Junior High student is coming to this stage.

The second period marks the coming of pride. It is difficult to teach regard for appearance.

Small boys have to be told three or more times a day to comb their hair. And such table manners! I am trying now to get my boy to take less than one third of a slice of bread at one bite. This is what we all contend with.

Some day you will find sonny's hair combed. You will also find that he has greased it. This tendency is almost as pronounced in girls, but not quite. I knew one girl who was so much like a boy that she was called Tomboy Brown; but she has come out of it. About this time they desire to stand well with the other folks.

Also about this time the "Ego" develops; in other words, "big head."

At three years the little one will call from his porch "My mama says so." At nine years he calls his mother "she". He doesn't think much of either father or mother as an adolescent. This is one stage of his development.

There is a tendency because of this growing feeling of pride to set a very hot pace. If one class gives a banquet at one dollar a plate, the next class will want to give one at a dollar and a quarter a plate—and some fine big chrysanthemums. There is a tendency toward additional expense. The school is trying to check this. I hope parents will help the school to keep down ex-

penses. We feel the danger of schools becoming undemocratic. Keep expense low. I will not tolerate in my department the hounding of students to buy tickets. I have seen boys promise to buy when they knew they could not, in order to avoid the scorn of their fellows. The schools are finding it a real battle to keep down expenses of the rising generation. There is also a tendency to start fraternities and sororities. These should not be encouraged or permitted. The law of Iowa says that no member of a school may join any organization not approved by the Board of Education.

The third noticeable change is from individualism to collectivism. By looking at playgrounds the difference is seen. The first and second grade children rush out, pushing first one and then another—running amuck—purely individualistic. Older children are playing marbles, perhaps or jumping the rope, two or three together. High School students saunter about in groups; it is not worth while to play during the short intermission. They would rather organize to play after school. There is a tendency to form secret organizations.

We need both men and women teachers. Of course, we have some very manly women and some very womanly men. Women and men handle children in a different manner. A woman will talk to a child like this, "Do what I ask because people expect it; will applaud." The man talks in this way, "This is the right thing to do and because it is the right thing to do, you must do it now." Every boy and girl needs both kinds of lessons. I do not

Junior High School Clearing House

want schools effeminized or masculinized. There should be both men and women on the faculty.

In our cities we have the six grades in the elementary school, three in the Junior High School and three in the Senior High School. There are advantages in this. G. Stanley Hall says though that "The small boy or girl will emulate the big one." But what will they emulate? They imitate their elders but what do they imitate? If the twelfth grade has privileges, the seventh grade wants the same privileges. High School students imitate college students and sometimes take their worst qualities for imitation. I see some students coming out smoking cigarettes, some smoking pipes. This no doubt happens on every campus. The good student does his splendid work in his room; his good qualities are not paraded. The finest things are not so obvious and are not imitated. It is an advantage to divide the grades.

When a child reaches the big-headed stage, he is less docile. He does not like to be told. That is the reason why we have moved school down two years lower in the child's life—to deal with this stage of adolescence. Some educators advocate the foreign languages for the seventh grade, since it is mostly memorizing. The mortality or number of failures in Latin is frightful. If a child can tackle it earlier it is not so difficult. The Junior High School has come into existence in order to make the pupil become familiar with departmental work before he reaches High School. We have been having to make changes at the wrong time. We have been taking him from the per-

sonal direction of one teacher to that of numerous ones at a time when it is difficult to make adjustments. At High School he is responsible to no one teacher. At this change thousands are lost in the shuffle. The pupil can fail in every subject and the teachers will not know he is failing in other classes. Thus many fail in all subjects. If we put the pupil in this new type of organization two years earlier we can get him working smoothly before he reaches that stage.

Another reason for the Junior High Schools is,—We have found it impossible to work in any great number of men teachers before High School. Women have had the child in their care through the earlier years but when he comes up to the age when he comes to have a will of his own, he needs two forces,—both man and woman. I believe that the father and mother each has something peculiar to contribute. Both men and women should be represented on the teaching force.

There is a thirst for organization. The attitude of schools is now to give the pupils a chance to organize. Some think there are too many activities. Some schools are trying to make the pupils join in one or more of these activities. To my mind the school activities are the laboratories of social studies. Why not laboratories? Teach by example. If you want to teach the boy generosity, give him examples. Give him men out of whose lives come evidences of generosity. We should give proper attention to organization.

The fourth point to be emphasized is juvenile public opinion. Your child comes home and says he is going some

Junior High School Clearing House

place or other. "You should have let me know about it" you reply. "Why they are all going," he tells you. He makes this statement in good faith because he has heard talk of it buzzing all day. In fact, plans for various things are made before the school authorities know about it. Parents are facing a problem. If you say "No, you cannot go," you pay the penalty of standing as old mossbacks. You do not like to stand in this light. One parent complained of too many parties at the High School. Children stay out too late. He told of having told his daughter that he would call for her at ten o'clock. Upon his arrival the young hostess told him that they had just begun to dance. Her mother begged him to allow his daughter to stay, since lunch had not yet been served. He said that he had told his daughter he would come for her at ten o'clock. He took her home in tears.

In order to counteract this juvenile public opinion we must form strong parental public opinion. When you find several other parents will do it too you can see that your child shall not go to extremes. I was a college student before I ever heard of a school strike but now there are many, even in High Schools. I am astonished that

they are possible. If my boy joins a strike like this, it will be a warm and busy day at our house. I will call up every parent, tell him what is on and say, "I want you to meet me with your child and I will have mine. We will go with them to school and bust the strike before it happens. Parents must do something."

We should try to suggest something of financial responsibility to these young people. Then there is the sex problem. One way is to satisfy curiosity, not by giving him voluminous books to read or by over working it. I answer questions by saying, "Now this is about the way it is. Do you understand? There is more to it but I would have to use such big words, too hard to understand so I think we will let it rest there. Come back if you want to find out anything more."

Some do not want to take time for their children. But it is the business of men and women to raise children. It is the greatest vocation of all. Take time to get in close touch with your children. Spend time with those children.

Don't tease youngsters about girls or boys. Modesty is reared by nature as a defense. We protect ourselves by modesty. Let the children be modest.

TEN NATIONAL PROBLEMS

Some American Defects that Junior High Civics Classes Should Consider

Robin Lynn Hamilton

(Ed. Note—Five problems have been discussed by Mr. Hamilton in previous issues.)

The sixth defect which Bryce enum-

erates in speaking of government in America is that concerned with the manner in which we handle our municipal problems.

Junior High School Clearing House

6. CITY GOVERNMENT

Probably the place in American democratic institutions which the neutral observer first notices as defective, is that of the government of cities. This was wide spread throughout the length and breadth of America in both large and small places for a number of generations. The beginnings of a better day, however, came with the introduction of the Commission Plan of Government in Galveston and a step further was taken a few years later when Dayton adopted the City Manager form of government, which bears a similarity in its working to that of some of the better governed European cities. City government in America is gradually improving. There are still far too many examples of very bad government which is wasteful and extravagant even when not directly connected with dishonesty. Ignorant voters, di-

vided responsibility, failure to select trustworthy candidates and the power of party machines might be cited as the outstanding causes for this condition. Incompetence, wastefulness, corruption, too often in the past, and still prevalent in many places, characterize our municipal affairs. Experience has shown that the commission cities are much freer from these evidences of defect and the results of the "city manager" plan seemingly would indicate additional progress towards true effectiveness in city government. We can readily acknowledge this defect since it has been pointed out already by many Americans and we can be hopeful that an awakening city conscience will remedy the situation in time.

In the next bulletin we will speak of party organizations and the tone of public life.

EDITORIAL COMMENT

SUPERVISING STUDY

Every teacher has a study problem. It is not so much the question of the expression of the lesson on the part of the pupil as it is the making of a lesson impression upon the pupil's mind.

The study hour is the impression period. What is study—how secure study—the consecration of time to study, are some of the problems that enter into daily Junior High School teaching. There has been more or less of a reaction against home study. Many parents feel that the school should provide both study time and recitation time and that home time should be free

from school work. A large percent of pupils who really need more study time give the impression at home or that they are not expected to study at home or that they have no home study duties.

A group of Junior High School teachers, therefore, can do no better work for the student-body and for the school as a whole, than to work together cooperatively for better study results. Many texts have been placed upon the market recently, the purpose of which is to teach how to study, to lay plans for efficient study and to teach certain scientific study laws.

Junior High School Clearing House

It is the purpose of this article to discuss the possible supervision which every teacher, irrespective of subject and of school organization, can give to the pupils of her class:

1. The intelligent assignment. The assignment is something more than the announcement of pages or paragraphs. It means that the teacher has carefully considered the assignment, the amount of material it contains, and the outside work it involves. She could have a consciousness that the work assigned is possible from the standpoint of time which the child has at his disposal for this assignment. If she has not herself read the text and timed herself upon its intelligent reading and if she has not taken into consideration the maturity of the child as compared with her own maturity and the time he must take for its intelligent reading, she has not made an intelligent assignment.
2. The necessary study time. As indicated in the above paragraph, assignment is based upon the possible study time of the child. Necessary study time, however, is dependent upon the type of study the child gives. To study a lesson, means to the ordinary child merely to read it. Reading, however is quite often a perfunctory, mechanical activity. Much of our teaching of reading has been a teaching of the mechanical pronunciation of words. The study of a lesson, therefore, oftentimes becomes the mere passing thru

the mind, mechanically, of a series of words, sentences and paragraphs. A pupil may read a lesson, re-read it and again re-read it and still have gained no lesson-content. Such effort is not study.

The first step in supervision of study, therefore, is limiting reading time. The teacher who finds she can read six pages of an assignment in five minutes, after evaluating the ability of her class, should set a time limit upon their reading of those pages. Suppose she gives them six and one half minutes in which to read the assignment. She should hold the watch upon them and at the end of the assigned time call for closed books. The first effect of such a process will probably be disastrous but after the child learns its purpose it will greatly increase his content-getting capacity.

3. Inhibiting pure mechanics. The statements made in the preceding paragraph indicate that one of the purposes of supervising study is to secure a conscious effort on the part of the pupil to gain a lesson-content in its first reading. It is an effort to take the reading of a lesson out of the purely mechanical operations of the mind over into the conscious effort of a mind to secure the lesson thought. To this end the pupil must feel during this assigned reading period that his conscious effort must result in certain increased knowledges.
4. Responsibility begets care. A

Junior High School Clearing House

conscious effort at content-getting can only be secured when a pupil has a feeling of responsibility for the results of the assigned reading. This responsibility can be best secured by following the reading with a list of questions covering the main issues of the assignment. At least one question should be asked upon each paragraph. This will necessitate the complete reading of the assignment. Questions should be so carefully made that they may be answered in a single word or by a short phrase or statement. In this way ten questions can be answered by an ordinary class in five minutes or less.

5. Accuracy of thinking. An essential in study is accuracy of content. Pupils often get general ideas and answer questions in a general way. The method of questioning suggested above will develop an accuracy of thought process and of content idea since each inaccurate statement must count against the pupil.
6. Organization. The organization of the content is a final result of the study process. One may have ability to answer a series of questions without an ability to organize the thought into a complete unit. This organizing ability should be sought in every recitation. The text book should be given again to the child and he should be asked to read the assignment carefully and to indicate the complete organization

of thought by writing the plan of the chapter or of the lesson assignment. To do this the pupil must consciously seek the paragraph subject of each paragraph and use these subjects as the units with which the complete assignment or chapter-thought is built. Just here the English teacher finds a field of cooperation with every high school subject and high school teacher.

An analysis and practice of the above plan will at once reveal that we have been wasting time in study. The cry for more study time has been largely due to the fact that study time has been wasted in mechanical efforts. The conscious application of the mind to a direct study problem will save time and give interest to the subject. The ordinary assignment of five pages of history ought to be covered in the following study time:

Conscious reading—6 minutes

Answering questions—5 minutes

Discussion of questions—4 minutes

Organization of complete assignment—10 minutes

Total study time—25 minutes

Twenty five minutes used as stated above will secure better results than fifty minutes under the ordinary study system of the child.

—M. G. C.

GOOD ENGLISH

Do pupils improve in speech habits or do they become more careless during the junior high school period? The answer to this question depends largely upon the requirements and the emphasis placed upon good English by

Junior High School Clearing House

the entire teaching corps.

Correct speech habits by boys and girls are not merely the problems of the English teacher, but they are problems of every teacher whether in science, mathematics, industrial training or history. Each teacher of the junior high school should stress the very best English in oral or written recitation.

The English teacher can emphasize good speech habits by a great many devices. One of these is a list of incorrect expressions used by the pupils paralleled with the correct usage. This list can be placed upon a poster or upon

the black-board. Another help is to have a pupils' committee check the English of the pupils throughout the school day, whether in class or out of the recitation room and have individual pupils correct English forms during the English recitation. Frequent oral talks by pupils with self-correction or pupil-correction tends to keep the boys and girls alert and helps to fix proper speech habits for the boy or girl. Every device possible which counteracts careless or poor English should be used by every teacher of the junior high school.

—D. A. H.

OUR CONTRIBUTORS

F. S. EAKELY—Principal, Joel Chandler Harris Junior High School, San Antonio, Texas.

A. J. ALLEN—Principal, Junior High School and Public School No. 1, Hoboken, New Jersey.

HARRY A. KAPLAN—Industrial Training Instructor, West Junior High

School, Sioux City.

S. O. ROREM—Principal, North Junior High School, Sioux City.

DR. W. E. COOK—University of South Dakota.

R. L. HAMILTON—Assistant Superintendent of Schools, Sioux City.

NEWS AND NOTES

New York City now has forty-three Junior High Schools and this number is being added to each term.

"Shall We teach Religion in School?" William G. Shepherd, in the February Good Housekeeping, says "Yes" and says it most emphatically. "We have made the discovery that unless children are taught religion they will not

be religious. We have also made the discovery that children can be scientifically taught religion in such a way that the course of their entire lives is changed. Our tests prove this beyond any scientific doubt." The tests mentioned in the article make us exclaim "Can it be possible that our boys and girls are so un-moral?" Read the article. It will set you to serious thinking.

Junior High School Clearing House

The business of the Junior High School in both its academic and industrial departments is to push back the horizon line so that the boy may be constantly getting a new view of himself in relation to the world conditions with which he finds himself surrounded.

—A. F. Benson

Robert E. L. Saner, president of the American Bar Association, believes that in the schools rest the power and the opportunity to save the Republic. According to Mr. Saner the Constitution of State and Nation should be taught more intensively and extensively than now.

The "School Review" for January 1924 contains a splendid article by Paul Terry, University of Washington, entitled "Providing Adequate Housing Accomodations for the Junior High School."

Every school system which has adopted the Junior High School has no doubt been in search for the solution for the problem of coordinating the Junior and Senior High Schools. What appers to be an excellent plan is discussed in the January "School Review". Here Miss Alltucker outlines the way in which Berkeley, California, has solved the co-ordination problem.

"School is not a prison, neither is it a picnic ground; it is an opportunity and a duty."—Poster formulated by

Jacob Ross for the class rooms of Lenox Public Schools, N. Y. C.

An interesting article entitled "A Case for the Education of the Gifted" by Herbert D. Bixby is to be found in the Educational Review for December. His main thesis is contained in the following extract: "The welfare of the republic may be maintained by the development of individuals to the fullest extent of their innate capabilities, and especially of those individuals endowed by nature with the larger gifts of intellect and ability for leadership and service." This article should appeal to those interested in the Junior High School.

The Teacher's College of Columbia University for the past two summer sessions has given a three week's credit course on the aims and accomplishments of the National Congress of Mothers and Parent Teacher Associations.

Minneapolis has authorized the principals of three schools to excuse the pupils for half-hour periods twice each week to attend upon religious instruction in classes conducted under the supervision of an interdenominational committee of local clergymen.

Read "The Junior High School in Smaller Centers," by Joseph K. Van Denburg, in the February Educational Review.

REVIEWS

JUNIOR HIGH SCHOOL EDUCATION by Calvin O. Davis, University of Michigan. The book is published by the World Book Company, 462 pages. Price \$2.20. This volume should be a valuable handbook for educators and is designed specifically to serve as a guide to superintendents and boards of education that are planning to reorganize their school systems, and to meet the needs of university and normal school classes in the study of the organization and administration of the new type of school. It is also valuable as a text for teachers' reading circles and as a library book for the reader who wishes to gain a knowledge of the junior high school movement in general.

In securing data on which to base his particularized discussions, the author solicited descriptive material from junior high schools in all parts of the United States. Much valuable information was obtained from cities varying greatly in size and geographical distribution, and from junior high schools operating under unique and interesting plans. Reprints of a number of programs, and excerpts taken from syllabi of instruction in typical American cities are included in **JUNIOR HIGH SCHOOL EDUCATION**. These, together with the contributions of the author from his personal study of school systems in various parts of the country, adequately illustrate practices in schools now in operation.

The table of contents shows briefly the scope of Mr. Davis' book:—

TABLE OF CONTENTS

Preface:

1. What the Junior High School is.
2. Historical Development
3. Adolescent Characteristics and their Implications
4. Four Aims of the Reform
5. Why the Six-Three-Three Plan is Recommended
6. What the New School Should Accomplish
7. The Program of Studies
8. Physical Training and Health
9. English
10. Foreign Languages
11. The Social Studies
12. Mathematics
13. Natural Science
14. Practical Arts
15. Fine Arts and Music
16. Morals and Manners
17. Typical Programs
18. Administration
19. Collateral Activities
20. The Junior High School Building
21. Junior High School Standards
22. The Outlook for the Future

Appendix:

- A. Selective Bibliography
- B. Junior High School Textbooks
- C. Reading Lists and Study Helps

Index:

Bulletin, 1923, No. 4 of the Bureau of Education contains a splendid account of the establishment, objectives and curricula of the Junior High Schools of Berkeley, California. The bulletin was prepared by James T. Preston, chairman, W. B. Clark, H. H. Glessner, and D. L. Hennessey in co-operation with H. B. Wilson, Superin-

Junior High School Clearing House

tendent of Schools.

The summary of the bulletin is as follows:

1. The attracting and holding power of the junior high school organization is much more effective than the type of school which previously served grades 7, 8, and 9 in Berkeley.

2. The teaching staff is much better prepared for its work than obtained under the earlier type of organization.

3. Much richer and more varied advantages are provided for the education of the pupils in grades 7, 8, and 9 than were supplied before the junior high schools were organized.

4. More advantages emanate from pupil contacts with each other, since large numbers of the same age and social development are brought together in the junior high school.

5. The total situation in a junior high school enrolling 500 to 800 pupils with a sufficient staff of competent teachers is more inspiring to all concerned than was possible under the previous organization where the seventh and eighth grades were taught in small groups in the elementary schools. More types of things can be attempted, more interests and varieties of ability are appealed to and properly nourished, and all pupils and teachers become more ambitious to do the most worth-while things in thoroughly effective ways.

Bulletin, 1923, No. 21 of the Bureau of Education shows 25 specimen of Junior High School programs of study. This bulletin was compiled in order that the many requests for copies of Junior High School programs may be granted. The school systems repre-

sented are: Ardmore, Okla.; Austin, Minn.; Cleveland, Ohio; Cudahy, Wis.; Denver, Colo.; Detroit, Mich.; Fargo, N. Dak.; Fairbault, Minn.; Kalamazoo, Mich.; Lexington, Ky.; Lewiston, Idaho; Los Angeles, Calif.; Minneapolis, Minn.; Murray, Utah; New Brunswick, N. J.; Oakland, Calif.; Richmond, Va.; Rochester, N. Y.; Savannah, Ga.; So. Bend, Ind.; Winchester, Va.; Massachusetts; Ohio; Oregon; Pennsylvania.

WE AND OUR HISTORY

By Albert Bushnell Hart

Of especial interest to junior high school teachers of history, civics, and vocational training is the series of books being published by The American Viewpoint Society. The principal aim of the series is to acquaint the average citizen, and especially our new Americans, with the fundamental facts of our history, government, problems and ideals, and to persuade them to become the best possible citizens.

WE AND OUR HISTORY, by A. B. Hart, is the third book of the series. An earlier volume, *We and Our Government*, by J. W. Jenks and R. D. Smith, has already won an enviable place in the educational field. It has been adopted by many of the larger cities for use in evening and in junior high schools. *We and Our Work*, by J. F. Johnson, aims to present in an elementary, but interesting manner, the fundamental laws of economics.

Prof. Hart's method of presentation in WE AND OUR HISTORY is largely pictorial. The volume of 315 pages contains approximately 750 illustrations and several full-page drawings.

Junior High School Clearing House

The illustrations alone present a delightful development of American history, and the easy reading text leads the reader into a vital interest in our history.

Of the 315 pages, 160 are devoted to the period since the Civil war. This is as it should be. Our modern problems have resulted from the industrialization of the United States, largely since the Civil War. Prof. Hart right-

ly lays his emphasis upon this period.

The appendix contain reduced facsimilies of the more important historical documents, an analyzed text of the Constitution and several pages devoted to questions and problems.

This pictorial and human method of presenting history bids fair to make this book very popular. The volume has the official sanction of the United States Government.

GENERAL SCIENCE REFERENCES

(Continued From Last Issue)

1. Rocheleau—Geography of Commerce and Industry. Educational Pub. Co.

COMPASS:

1. Jameson—The Compass - The Signpost of the World. Taylor Instrument Co., Chicago

CORN:

1. Samples and Literature—Corn Products Refining Co., New York
2. Slosson—Creative Chemistry, p. 191-3. Century

COTTON:

1. Curtis—The Story of Cotton. Penn Pub. Co.
2. Bigwood—Cotton. Holt
3. Holland—Historic Inventions, Ch. 6. Jacobs
4. Todd—The World's Cotton Crops A. & C., London

CROPS:

1. Montgomery—Productive Farm Crops. Lippincott
2. Bailey—Cyclopedia of American Agriculture, Vol. 2. Macmillan

DIRIGIBLES:

1. Baker—Boys' Second Book of

Inventions Ch. 2 Doubleday Page

2. Doubleday—Stories of Inventors pp. 29-50. Doubleday Page

DISEASE:

1. Doane—Insects and Disease. Holt
2. Hutchinson—Preventable Diseases. Houghton

DIVING:

1. Williams—Romance of Modern Mechanism, Ch. 14. Lippincott

DRAGON FLIES:

1. Kellogg—American Insects, Ch. 6. Holt z

DRY FARMING:

1. Widtsoe—Dry Farming. Macmillan

ELECTRICITY:

1. Godd—Laboratory Projects in Physics, pp. 43, 53, 55. Macmillan
2. Cressy—Discoveries and Inventions of the 20th Century, Ch. 13. Dutton
3. Hessler—First Year of Science Sandborn
4. Trafton—Science of Home and

Junior High School Clearing House

Community, pp. 257-65, 148-60. Macmillan

5. Home Book of Electricity. Hot Point Electric Heating Co., Chicago
6. Timbie—Elements of Electricity. Wiley
7. Ashe—Electricity, Experimentally and Practically Applied Van Nostrand
8. Mendenhall—A Century of Electricity. Houghton
9. Anderson—Electricity for the Farm. Macmillan
10. Burns—Alternating Current Simplified. Branch
11. Comstock and Troland—The Nature of Electricity and Matter. Van Nostrand
12. Knox—All About Electricity. Funk & Wagnalls Co.
13. Woodhull—Electricity and Its Everyday Uses. Doubleday Page
14. Adams—Electricity Book for Boys. Harper
15. Morgan—The Boy Electrician. Lothrop
16. Onken—How to Understand Electrical Work. Harper
17. Holland—Historic Inventions, Ch. 14. Jacobs

EMBROIDERY:

1. Wheeler—The Development of Embroidery in America. Harper

ENGINES:

1. Cressy—All About Engines. Funk & Wagnalls
2. Trafton—Science of Home and Community, pp. 240-60 Macmillan
3. Maule—Boys' Book of New Inventions, Ch. 10 Doubleday Page

EXPLOSIVES: X

1. Slosson—Creative Chemistry, pp. 187-92. Century
2. Literature and Samples. Hercules Powder Co.

FERNS:

1. Clute—Our Ferns in Their Haunts. Stokes
2. Wright—Flowers and Ferns In Their Haunts. Macmillan

FIREFLY:

1. Comstock—Handbook of Nature Study, pp. 416-18. Comstock Pub. Co.

FLOUR:

1. Amos—Processes of Flour Manufacture. Longmans.
2. Samples and Literature: Russell Miller Milling Co. Minneapolis.

FLOWERS:

1. Stack—Wild Flowers Every Child Should Know. Doubleday.
2. Hill—Flora of the Somme Battlefield. Scientific American, 84:200 March 1918.
3. Armstrong and Thornber—Field Book of Western Wild Flowers. Putnam.
4. Blanchan—Wild Flowers Worth Knowing. Doubleday.
5. Keeler—Our Northern Shrubs and How to Identify Them Scribner.
6. Walton—The Flower Finder. Lipincott.
7. Seton-Thompson—Woodland Tales Doubleday.
8. Keeler—Wayside Flowers of Summer. Scribner

FISH:

1. Baskett—Story of the Fishes Appleton.
2. Jordan and Everman—American Food and Game Fishes. Doubleday

Junior High School Clearing House

3. Kellogg—Shell Fish Industries Holt.

4. McCarthy—Familiar Fish, Their Habits and Capture. Appleton.

FOOD:

1. U. S. Department of Agriculture Bulletins 143, 34, 128, 85, 121, 132 298, 42, 249, 93, 295.

2. Wing—Milk and its Products Macmillan.

3. Toothaker—Commercial Raw Materials. Ginn

4. Rose—Feeding the Family. Macmillan.

5. Wright—Economy in the Buying and Preparation of Foods, Wilson & Co.

FORESTRY:

1. Recknagel—The Forests of New York State. Macmillan.

2. Pinchot—Primer of Forestry. Gov't. Printing Office, Washington

3. Roth—First Book of Forestry. Ginn.

4. Boerker—Our National Forests. Macmillan

FROGS:

1. Dickerson—Frog Book: North American Toads and Frogs. Doubleday

2. Holmes—The Biology of the Frog Macmillan.

FRUITS:

1. Sears—Productive Orcharding. Lippincott.

2. Popenoe—Manual of Tropical and Sub-Tropical Fruits. Macmillan.

3. Hesler and Whetzel—Manual of Fruit Diseases. Macmillan

4. Hunt—Fresh Fruits. U. S. Department of Agriculture, Bulletin 1917, 871.

5. Bailey—Sketch of Evolution of Our Native Fruits. Macmillan

FUELS:

1. White—Fuels of the Household. Whitcomb & Barrows

2. Bailey—Ask-At-Home Questions. pp. 119-24. Stokes

3. The Story of Gas. Scientific American, January, 1923.

4. Samples and Literature (Petroleum). Standard Oil Co.

5. Toothaker—Commercial Raw Materials (Coal and Petroleum) Ginn

6. Bodmer—Book of Wonders (Story of a Lump of Coal). R. J. Bodmer Pennsylvania Ave., Washington, D. C.

FUNGI:

1. Weed—Farm Friends and Farm Foes, pp. 215-85. Heath

2. Fabre—The Story Book of Science Ch. 63. Century

GERMS:

1. Conn—The Story of Germ Life. Appleton.

GLACIERS:

1. Russell—Glaciers of North America. Ginn

GRAINS:

1. Edgar—The Story of a Grain of Wheat. Appleton

GRAPHITE:

1. Samples and Literature: Eberhard Faber Co., New York. Jos. Dixon Co., Jersey City, N. J.

GRASSHOPPERS:

1. Fabre—Life of the Grasshopper. Dodd

2. Morley—Grasshopper Land Mc Clurg.

3. Patch—Dame Bug and Her Babies. Ch. 7, Pine Cone Pub. Co.

Junior High School Clearing House

GYROSCOPE:

1. Darrow—The Boy's Own Book of Great Inventions, Ch. 1 Macmillan

HEAT:

1. Darrow—The Boy's Own Book of Gorham
2. King—Steam and Hot Water Heating. Henley
3. Ogden—Heat. Popular Mechanics Co. Chicago
4. Commercial Electric Heating and Cooking, Lecture 7. General Electric Lecture Service, Schenectady, N. Y.

HISTORY OF SCIENCE:

1. Mills—Realities of Modern Science Chs. 1-5. Macmillan

HUMIDITY:

1. Jameson—Humidity: Its effect on Our Health and Comfort. Taylor Instrument Co., Rochester
2. Jameson—The Mountains of Cloudland and Rainfall. Taylor Instrument Co., Rochester
3. Good Laboratory Projects in Physics, pp. 168-73. Macmillan

HYDRAULIC PRESS:

1. Williams—The Romance of Modern Mechanism, pp. 77-85. Lippincott
sics, p. 16-7. Macmillan

ICE:

1. Doubleday—Stories of Inventors, pp. 211-21. Doubleday.

ILLUMINATION:

1. Horstmann and Tousley—Modern Illumination, Theory and Practice. Drake & Co. Chicago.

INDUSTRIES:

1. Fisher—Resources and Industries of the United States. Ginn
2. Rocheleau—Geography of Com-

merce and Industry. Educational Pub. Co.

INSECTS:

1. Herrick—Insects Injurious to the Household and Annoying to Man. Macmillan.
2. Weed—Farm Friends and Farm Foes, pp. 65-214. Heath.
3. Sanderson—Insect Pests of Farm, Garden and Orchard. Wiley.
4. Doane—Insects and Disease. Holt
5. Smith—Our Insect Friends and Enemies. Lippincott.
6. Bouvier—Wars of Insects. Scientific American Sup. May 4, 1918.

INVENTIONS AND INVENTORS:

1. Bachman—Great Inventors and Their Inventions. American Book Co.
2. Burns—Story of Great Inventions. Harper.
3. Forman—Stories of Useful Inventions. Century.
4. Talbot—All About Inventions and Discoveries. Funk & Wagnalls.
5. Baker—Boys' Book of Inventions. Doubleday.
6. Iles—Inventors at Work. Doubleday.
7. Iles—Leading American Inventors. Holt.
8. Holland—Historic Inventions. Jacobs

IRON:

1. Spring—Non-Technical Chats on Iron and Steel, etc. Stokes
2. Samples and Literature: Pittsburgh Steel Co. Oliver Iron Mining Co., Hibbing, Minn.

IRRIGATION:

1. King—Irrigation and Drainage. Macmillan.

Junior High School Clearing House

2. Widstoe—Principles of Irrigation Practice. Macmillan.

LAND:

1. Hobbs—Earth Features and Their Meaning. Macmillan.
2. Land That Runs Away. Literary Digest, January 10, 1916.

LEAVES:

1. Mathews—Familiar Trees and Their Leaves. Appleton.
2. Meredith—Why Leaves Fall. St. Nicholas, October, 1922.

LIGHT:

1. Houston—The Wonder Book of Light. Stokes.
2. Thompson—Light, Visible and Invisible. Macmillan.
3. Fleming—Waves and Ripples in Water, Air, and Ether. Gorham.
4. Gibson—Scientific Ideas of Today, Ch. 11, 12, Lippincott.

LIGHTHOUSES:

1. Talbot—Lightships and Lighthouses. Heineman Co. London

LIGHTNING:

1. Whitman—Lightning. General Science Quarterly. 1:22
2. Lightning's Pranks Scientific American, February, 1923.
3. Maule—Boy's Book of New Inventions, Ch. 4 Doubleday.

LIQUID AIR:

1. Sloane—Liquid Air. Henley Pub. Co.

LOCOMOTIVES:

1. Howden—Boy's Book of Locomotives. Stokes.
2. Trafton—Science of Home and Community, Ch. 26. Macmillan
3. Holland—Historic Inventions, Ch. 9. Jacobs.
4. Cressy—Discoveries and Inven-

tions of the 20th Century, Ch. 12. Dutton.

MECHANICS:

1. Hiscox—Mechanical Movements, Powers, and Devices. Henley.

MAGNETISM:

1. Adams—Electricity Book for Boys Ch. 4. Harper.

MAN:

1. Herbertson—Man and His Work. A. & C. Black, London.
2. Lyde—Man in Many Lands. A. & C. Black, London.
3. Clodd—The Story of Primitive Man Longmans.
4. Van Loon—The Story of Mankind Boni & Liveright.

METERS:

1. Snyder—Everyday Science, p. 603. Allyn & Bacon
2. Good—Laboratory Projects in Physics, pp. 107-12. Macmillan.

METALS:

1. Clarke—The Boys Book of Chemistry, Ch. 7 Dutton.
2. Gibson—Chemistry and Its Mysteries, Ch. 12. Lippincott.
3. Fabre—The Story Book of Science Chs. 12, 13, 14, Century.

MONSTERS:

1. Hutchinson—Extinct Monsters. Appleton.

MOON:

1. Serviss—The Moon. Appleton.
2. McKready—A Beginner's Star-Book, Ch. 5 Putnam.
3. How far Away is the Moon? Scientific American, Dec. 1919
4. Why are Lunar Eclipses Visible? Scientific American, Nov. 1919

(Continued in next Issue)

